NEVADA Connections

Produced by Community College Southern Nevada to connect resources for Nevada's adult workforce

Experts contribute to Web site

Several experienced Nevada educators have contributed recommendations for resources they've found particularly useful to Nevada's literacy Web site (www.literacynet.org/nevada).

✔ Click on the Teacher/tutor link for information on reading comprehension (Val Lyons-Brady), GED preparation (Jeanie Thibault and Val) and financial literacy (Claudia Bianca-DeBay).

✔ Click on the Volunteer link to view updated information on Nevada's volunteer literacy programs and to see some programs that are currently seeking volunteers.

To submit items for Nevada's literacy Web site, contact Sharyn Yanoshak, 702/253-6280, saylv@cox.net.

The bristlecone pine, Nevada's State Tree, is the Web site's signature graphic. The tree is hardy, drought resistant, and determined to grow where other things cannot.

"I chose the bristlecone pine as a symbol for Adult Education in Nevada," said Mary Katherine Moen, Nevada's Adult Education Consultant, "because it reflects tenacity, durability, and dedication to purpose."

Eureka! You'll find it!

You can find many helpful resources at the Eureka! Web site (http://literacy.kent.edu/eureka/). The Ohio Literacy Resource Center has created a database of lesson plans, software, teaching strategies, trade books, and Web sites — all searchable by keyword. Or you may browse. For example, under Teaching Strategies is a link to Study Strategies, which links to ways to use concept circles, herringbones, QARs (question-answer relationships), semantic outlines, and many more. The Web Sites link leads you to resources on topics such as family math, time management, and weather. Another helpful feature: graphics to designate type of resource (trade books, lesson plans, Web sites, or software).

Bon voyage

The Department of Labor and Education recently launched "Career Voyages" (www.careervoyages.gov/) to help adult education programs and students navigate the world of work. The site contains information on fast-growing industries, as well as projected job openings and salaries by state. Tools include skills and interest profilers, 90-second "career videos" for nearly 450 occupations, and help finding apprenticeships and community colleges.

BUILDING SCAFFOLDS

— The Buzz (PA newsletter), April 2001

Scaffolding is the process of providing students with additional structure that will help them perform educational tasks to their best ability level. The process is rather simple, and there are several means to incorporate it into the classroom environment.

When providing basic instructions, scaffolding can include underlining or highlighting key words, providing pictures and diagrams, or simply providing students with blank lines on which to record their answers.

Simplify writing assignments by including story maps, clarifying what should be included in the writing sample, indicating what reference materials may be used, and providing background information or context.

Scaffolding for mathematics might involve reminding students of previous discussions' past lessons, giving hints, distributing grids for graph construction, and providing answer sheets for self-checking.

In social sciences, include map outlines to fill in, partial timelines to finish, and incomplete passages containing blank lines for student completion and word recognition. Regardless of subject area, attaching a checklist for students to check their own work is a valuable scaffolding tool.

Scaffolding performance tasks also can facilitate the learning process for students with different learning styles, such as visual, auditory, or kinesthetic.

Find additional information at http://school.discovery.com/schrockguide/assess.html.

QUICK IDEAS FOR MY ESL CLASS

—Vicki Lawton, Western Nebraska Community College, *ABE News* (NB newsletter) March 2001

Editor's note: The author indicated she was frustrated about the "rut" her ESL class was in and felt she was at a dead end. She found some folders that contained ideas from a workshop given several years back. It had been left by the previous teacher, who thought the ideas might someday be useful. They were! The moral: Share. You never know whom it might help!

Minute Conversations: For this activity the only things you need are a timer and a topic. I give my students the topic of the day; as a class we discuss some English that we might use with this topic. We practice a few key phrases, and then I pair them up and we set the timer for one minute. For one minute they must talk with their partner in English about the topic. At the end of the minute, we switch partners and set the timer for another minute. I usually switch partners three or four times, and by the end of the final switch they don't want to stop when the timer goes off.

How To: I bring items to class with me, and the students must tell me how to use them. The example given in the packet that I read was to bring peanut butter, jelly, a knife, and bread and have your students give you specific instructions on "how to make a peanut butter and jelly sandwich." This is another activity where you can get a lot of conversation and dialogue going without fear. The students must be very specific in their instructions, or the sandwich just doesn't get made. I've tried this with several tasks, and it works great.

According to 2000 Census data:
- **The US Hispanic population increased 58% from 1990 to 2000, compared to just 13% population growth for the nation as a whole.**
- **In Nevada, the Hispanic population grew 217% during the last decade. Nevada's Asian population also increased significantly — by 170%.**
- **The total English Language Learners population in Nevada grew 274% from 1991-92 to 2001-2002.**

Sebastian makes smart choices!

For nearly three years, Sebastian Gonzalez has been the database coordinator for the CALL (Computer Assisted Literacy in Libraries) ABE/ESL program. Responsible for all data input and reporting, Sebastian was well prepared for this responsibility. Having completed his early education at St. Viator's and his freshman year at Chaparral High, he chose to complete his education at VoTech, where he specialized in computer operations, management, and accounting.

The only son of Chilean-born parents, Sebastian virtually learned English on his own — ESL classes for first-graders weren't common in private schools back in the early 80s — and he made a tough decision not to pursue the possibility of becoming a professional soccer player in his teens.

The soft-spoken 25-year-old has combined computers, soccer, and his love of people quite nicely. "Making other people happy and proud of what they accomplished — just knowing that I actually made a difference in someone's life — is the most gratifying part of my job," he said of his work at CALL.

He serves others in his free time, too. When asked who the three most important people in his life (other than family) were, he readily answered, "I've got 13! The Vegas Heat, my U8 (under eight-years-old) girls soccer team."

Sebastian credits his education with much of his success — St. Viator's for teaching him values and respect and VoTech for the training in computer skills that he could use in many occupations. How fortunate for Nevada that he's chosen adult education!

Nevada's only full-service Adult High School officially dedicated
—By Lucy L. Phillips, teacher and administrator, Desert Rose Adult High School, llphilli@interact.ccsd.net

Desert Rose Adult High School — Nevada's only full-service public high school for adults wishing to earn a high school diploma or GED or to become a U.S. citizen — was officially dedicated on November 13, 2003. Superintendent Carlos Garcia led a host of Clark County School District, city, community, and media dignitaries in the celebration. Entertainment included performances by student Jesus Garcia and teacher Nelson Rodriguez; the Ballet Folklorico Xiacimal; Hula Dancers from Curly Koa, Inc; the Mariachi Colima Band; and the Mojave Jazz Band, reflecting the diversity of the community served by the school.

Principal Dr. Sandra Ransel opened Desert Rose Adult High School in January 2001 with a population of 200 students. In 2002-2003 the school served over 3,700 students ranging in age from 16 to 81, with 227 high school graduates and 80 new citizens. The school strives to "Educate to Graduate and Beyond" and is open five days a weeks, 12 hours a day, year around. All classes are supported by computer technology with a strong emphasis on meeting the most important needs of adult learners.

Desert Rose is located at 1251 Robin St., Las Vegas, near Vegas Drive and Rancho Rd. The phone number is 702/799-6240.

Connecting resources for Nevada's adult workforce

Free workshops in January and February

Title/date/place	Host (contact)	Presenter and objectives
Teaching and Learning Styles 1/24/04 Carson City	Teri Zutter, Western NV Comm. Coll. 775/445-4453; tzutter@wncc.nevada.edu	Joan Cook. Identify the elements of one's teaching style and develop an understanding of how that style impacts learners. Understand how the styles of teachers and learners interact and discover methods to effectively utilize and harmonize them with the diversity of style in the classroom. Develop learning environments that encourage the use of a variety of learning styles.
Learner-centered Teaching Strategies For ESL Classrooms 1/24/04; Las Vegas	Cynthia Pierrott Community College of So. NV 702/651-4296; cynthiapierrott@hotmail.com	Maxine Frauman-Prickel. Provide participants with a bank of strategies from which to draw in lesson design and implementation. Provide an understanding of the student's role and teacher's role in learner-centered instructional design. Model, experience, and practice effective instructional strategies for individual and cooperative learning environments.
Teaching in Multi-level Classes 2/20/04; Reno 2/28/04; Las Vegas	Claudia Bianca-DeBay Truckee Meadows Comm. Coll. 775/824-8604; cdebay@tmcc.edu Cynthia Pierrott – see 1/24	Tünde Csepelyi. Understand the rationale and identify different strategies in teaching multilevel classes. Walk away with the tools and resources to teach them with confidence.

Bridges to Practice - Elko	Presenter & Contact: Jennifer Miller, Great Basin College, 775/778-3355, miller14@gbcnv.edu
Part 1 1/9/04	Preparing to Serve Adults with Learning Disabilities: Understand the definition of learning disabilities. Review the legal implications related to adults with learning disabilities. Develop a plan of action.
Part 2 1/23/04	The Assessment Process: Understand assessment for adults with learning disabilities. Learn about different screening instruments for adults with learning disabilities. Develop a plan of action.
Part 3: 2/13/04	The Planning Process: Prepare to develop the instructional plan. Develop the instructional plan. Select materials to implement the instructional plan.
Part 4 2/27/04	The Teaching/Learning Process: Meet the challenge of teaching adults with learning disabilities. Create an appropriate learning environment with instructional adaptations and accommodations. Learn LD-appropriate instruction techniques and methods.